

STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Natalie Crosby	Mentor/Title: Tanya Dexter/SPED Teacher	School/District: Twin Oaks Elementary School/Lee County
Field Experience/Assignment: Data Overview	Course: ITEC 7305	Professor/Semester: Jones/Spring 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/26/2015	Review of available data for project; Analysis of school demographics (3 hours)	PSC 2.8	ISTE 2h
4/1/2015	Drill down into data: Aggregated Level analysis, creation of charts in Excel (3 hours)	PSC 2.8	ISTE 2h
4/4/2015	Drill down into data: Disaggregated Level analysis, creation of charts in Excel (3 hours)	PSC 2.8	ISTE 2h
4/7/2015	Drill down into data: Strand Level analysis, creation of charts in Excel (4 hours)	PSC 2.8	ISTE 2h
4/9/2015	Analysis of data and graphs to find data story (1 hour)	PSC 2.8	ISTE 2h
4/15/2015	Creation of Data Overview PowerPoint (3 hours)	PSC 2.8	ISTE 2h
4/19/2015	Screencast of Data Overview (1 hour)	PSC 2.8	ISTE 2h
	Total Hours:	18 hours	

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian						X		
Black		X				X		
Hispanic						X		
Native American/Alaskan Native								
White		X				X		
Multiracial		X				X		
Subgroups:								
Students with Disabilities						X		
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

Part II: Reflection

CANDIDATE REFLECTIONS:

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

There were many different applications of skills in this field experience. The drilling down into different levels of data analysis was very valuable in that it provided a different picture of student performance in the school than a superficial look might. I learned how valuable it is to look more closely at data before generating a plan of action and that generating a data overview is an important piece in school improvement. A technology leader must be able to do this process and use available technology tools to assist in the process.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Though I was not able to “systematically collect” data in this experience since the data was state test data, I was able to use a system (in this case Microsoft Excel) to assist in the analysis and interpretation of results. From this analysis, I was able to generate a presentation of my findings that was a concise overview of the data and include both strengths and weaknesses found within that data. It is important for an instructional technology coach to be able to collect and interpret data, be able to communicate those findings in a simple and concise manner, and realize the importance of including strengths and weaknesses in the findings.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Prior to this experience, the data analysis in Science seen by faculty members has been limited to the aggregated and disaggregated levels of analysis. In addition, at the disaggregated level, findings have been reported for the current year only rather than a comparison of several years. This has primarily due to the emphasis on other subjects (English and Math). This analysis will be shared with appropriate faculty over the next several weeks but has already been shared with administration. It is likely that some curriculum changes will be implemented due to what was seen but the biggest change will be deeper analysis done by each team to properly assess what the data is really showing. The impact of this will not be assessed until much later next year, since there is a large delay expected in this year’s scores but will be found in a drill-down process on each team of teachers.